

The SEND Department at Hinchingsbrooke School

The SEND code of practice

The Special Educational Needs Code of Practice 2015 provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25.

Special Educational Needs at Hinchingsbrooke School

We successfully cater for students with an ever-widening range of need, including those needing SEND support and those with an Education, Health and Care Plan (EHCP). Our provision is in line with all aspects of the Special Educational Needs Code of Practice and the Children and Families Act 2014. We have a number of students with disabilities including physical impairments, hearing or visual impairments. Each year we have students with diagnoses of specific learning difficulties such as dyslexia, Autistic Spectrum Condition (ASC) and Attention Deficit Hyperactive Disorder (ADHD). Also, within the school community are students with Speech, Language and Communication difficulties, Physical and Sensory difficulties and with Social and Emotional and Mental Health difficulties. Our SEND policy can be found on our website.

Identification and Assessment of Special Educational Needs or Disabilities (SEND)

Because we have close links with local primary schools we often become aware of a child's special educational needs before they come to us. Often, our specialist Transition Teaching Assistant will go out to visit SEND children in their primary schools so that by the time they come to us, we already know about them. We offer three Transition Days in the summer term of year 6 where students can sample school life, meet key staff and start to familiarise themselves with our site. In some cases, we arrange for additional visits to the school in the run up to transition. Where a student has an existing EHCP, we endeavour to attend Annual Reviews at the primary school to enable us to implement a smooth and personalised transition into Hinchingsbrooke School. At other times, the first concern is sometimes raised by parents. In this case, we investigate whether our staff share your concerns. We will share the results with you and keep you informed of the next steps. Every teacher in the school also has the facility to refer a student to us if they have a concern about a particular child. We may undertake a range of activities to assess whether your child needs some form of additional support. We may observe them in lessons or gather evidence from the work they complete over a number of subject areas. We will sometimes use screeners or tests, whatever is most appropriate for your child. Again, you will be kept informed of the process and the outcome of our findings. We may feel that it is necessary to involve specialists from other agencies, which may include an Educational Psychologist or a Speech and Language Therapist. We will always seek your permission before doing this. At Hinchingsbrooke School, we put the child at the heart of all that we do. In line with this, we seek the views of all children who have entered our school with an EHCP, or recorded as needing SEN support. We do this in the form of an EHCP review, or

through compiling and reviewing of their Pen Portraits. Students also complete regular surveys and their views are taken into account.

If you have any concerns which you would like to discuss, the SENDCo is Tracey Webb, who can be contacted on 01480 375700 or twebb@hbk.acesmat.uk. Other members of the SEND team are available on 01480 375700 extension 5005 for the SEND office.

How children with SEND are taught at Hinchingsbrooke School

Our one school rule is Respect and within this our core values are Hard Work, High Standards and Kindness. This ethos guides all aspects of school life. We believe that in order for all students to reach their potential, each student has to be viewed as an individual; this is at the heart of all that we do. All students, irrelevant of their SEND status, have access to consistently high quality teaching (known as Quality First Teaching) from a committed team of teaching staff, all of whom receive regular staff training regarding the best ways to make sure that all children can access the learning in their classrooms. All students should be able to learn in a supportive and inclusive classroom environment. The Hinchingsbrooke Approach to Teaching (HAT) has been updated and amended to support teachers in adapting their teaching to meet the needs of all children, including those with SEND. The vast majority of students with SEND will be taught in mainstream groups, sometimes with additional support from Teaching Assistants. In Years 7 and 8 we have a Bridge Group, where a very small number of students may be educated for their core lessons. They spend their time together as a group where work is highly adapted and tailored to their needs. At Key Stage Four, the majority of students undertake a range of GCSE and equivalent courses. For some SEND students this curriculum is adapted based on individual needs. Alongside traditional GCSEs, these students are able to achieve a range of alternative qualifications, such as Functional Skills and ASDAN. Aspiration and expectation is high for all students, regardless of needs.

Additional support offered to students with special educational needs

This depends entirely on what the individual need is, but additional support can take on the following forms, although this is not an exhaustive list:

- Teaching Assistants (TAs) act as Key Workers for some children, providing them with regular opportunities to discuss concerns or worries
- TAs support students with their learning within some classes
- Pen Portraits are written with input from the student and their parents and circulated to all staff, so that an overview of an individual's needs are clear, along with helpful classroom strategies to ensure that your child achieves the very best that they can
- Additional support for reading and maths
- Access to Basecamp, an area of the school available at social times which provides a high level of adult supervision
- A range of lunchtime activities to build upon social and other skills
- Support from non-teaching Student Support Officers
- Assistive technology such as laptop computers
- Typing club
- SEMH mentoring support
- Access to an onsite counsellor
- Study Skills support
- Handwriting support

- Homework Club
- Support to arrange/access work experience placements
- Access Arrangements for GCSE and A Level examinations.
- Access to a Learning Mentor for Pupil Premium students
- Pupil surveys

Enrichment at Hinchingsbrook

All students, with or without special educational needs, are valued members of our school community and as such are able to participate in a wide range of activities, from sporting practises and teams to taking part in the school's drama productions or playing a musical instrument. Students can be supported to join in with these activities to enable a fully inclusive offer to all students, regardless of needs or disabilities. In addition to this, each year we have a number of teams participating in a range of inter-school sports events including Panathlon. We have educational visits, reward trips and residential trips. Students with SEND have equal access to all of these activities; support to access these activities can be provided where reasonable.

Support in place for moving on to the next phase of education

We have strong links with the local colleges and post 16 providers as well as our own Sixth Form on site. We have robust transition processes in place. Students can be offered mock interviews and are guided through the application process by tutors and SEND support staff. We work hard to ensure that all SEND pupils go on to the most appropriate form of post 16 education. For many, this process may begin during Year 10 as we start to consider, with the student and their parents, which providers can best cater for their child's needs. Support is in place through the annual review process for those students who have an EHC Plan. We also work with the Local Authority 14 – 25 Pathway Advisor to support students with an EHCP in finding appropriate post 16 places.

Involving Parents and Carers in their child's education

Parents of pupils with an Education and Health Care Plan, will be invited to come and meet to review their progress at least annually. Parents will also be involved in the review of Pen Portraits and APDRs. You will also be invited in to engage with your child's individual learning progress and meet your child's teachers on Parent's Evening. Of course, you can also contact the SENCO to arrange a separate meeting should you feel it necessary.

Staff supporting students with SEND

The SEND team consists of an Assistant Principal/SENCO, a full time SENCO, Assistant SENCOs, the Exams Access Arrangements Assessor, SEND Administrators and a team of Teaching Assistants. Students are also supported in each year group by their Head of Year, Deputy Head of Year and a non-teaching Student Support Officer who is available throughout the day to support all pupils. We also have a Family Liaison Officer, Attendance Officer, Pupil Premium mentors, and counsellors employed by the school, who are available for all children should they need support. We have a group of staff who meet on a fortnightly basis to provide coordinated extended pastoral care (VECS). The group has representatives from the Pastoral team, the Safeguarding team, Attendance, Alternative Provision, SEND and Heads of Year and Student Support Officers. There, pupils with high needs or who are current or emerging concerns are discussed and provision reviewed. Through the Inclusion Group we endeavour to ensure that

the most appropriate strategies are in place to support your child to flourish at Hinchingsbrook School.

If your child needs help with a medical condition, we have a Medical Room Officer available.

Sometimes we need to access support for a student from external agencies, and this may come from one or a combination of the following services: SEND Services Educational Psychologists (EP), Hearing Impaired Service including Qualified Teacher of the Deaf (QToD), Occupational Therapy (OT), Social Care, The Speech and Language Therapy Team (SALT) or other specialist providers. This is not, however, an exhaustive list, and we will actively seek support from the agency or agencies best equipped to provide advice and support for individual students.

How progress is reviewed

Progress will be regularly reviewed by subject teachers and each year you will receive progress reports twice a year for your child. At each progress point, the SEND team review the progress of all SEND students. Where there is a lack of progress, actions will be taken to ascertain why the progress is lacking. At this point, we may arrange to observe the child in lessons, or may use an intervention programme to compliment the whole class teaching and to bring progress levels to a more acceptable standard. Where a child is supported in class by a Teaching Assistant, their progress will be constantly under review; any sign of a lack in progress will be identified as early as possible and strategies implemented immediately, after dialogue with the student and the class teacher. Likewise, Teaching Assistants are encouraged to give Positive Recognition Points through the school's reward system when a student has made progress, even small step progress. Where an intervention is required, either from internal or external sources, this will operate on an assess-plan-do-review cycle. The appropriate intervention will be planned, the intervention will then take place, after which there will be a review to ascertain whether progress has been made. At this point, decisions will be made about the next course of action. You and your child will be an important part of this process, and all interventions will be recorded to ensure accountability. If your child has an EHCP, progress will also be reviewed against the targets from their individual plan. This will be discussed and shared at your child's annual review meeting. From time to time, an emergency or additional review may become necessary; you will, of course, be kept informed of, and involved with, this.

Outside Agencies

We have strong links with colleagues from many agencies including those from Health, Education and Social Care. During your child's school career, it can become necessary to involve one or more of these services, and you will usually be part of a discussion before this occurs. For many agencies, we cannot involve them without your written permission, so we may ask for this from time to time.

What Parents/Carers should do if they are not happy with their child's provision

We would seek to rectify any issues promptly and with minimum disruption to a child's education. Your first point of contact should be your child's tutor, Head of Year or the SENCo. You should explain your concerns to them in the first instance. In the unlikely event that you are not entirely satisfied that your complaint has been addressed, you should follow the school's complaints procedure.

Admissions policy for disabled students

Disabled students apply to the school in exactly the same way as all other students. The admissions policy can be found on our website.

Ensuring equality and fairness for disabled children

Disabled students are fully immersed into life at Hinchingsbrooke School, and have involvement in all aspects of events and education at the school in the same way that a child without a disability has. Reasonable adjustments are made in all areas of curricular and extra-curricular activities to ensure that all students, regardless of their special educational need and/or disability are able to access all aspects of school life. The School's Accessibility Plan ensures that adjustments are made to facilitate access to school buildings for those who are disabled. When students enter the School with specific disabilities identified, the SEND Department ensures that the requirements of the students are passed on to all staff. This may involve support from external agencies; wherever possible, any additional staff training, linked to a special educational need or disability which is required is undertaken prior to transition. If further equipment or resources are required we seek support from other professionals to ensure we are using current information/advice on what is needed. Resources and funding are allocated based on individual needs within the school's budget.

The school's accessibility plan can be found on our website.

Children Looked After by the Local Authority

If a Looked After Child (LAC) has identified SEND needs, we liaise with the Designated Teacher for LAC about their provision. We also contribute to and/or attend LAC Reviews and Personal Education Planning (PEP) meetings.

Hinchingsbrooke School's policy on behaviour and bullying

The school's behaviour and anti-bullying policy can be found on our website.

Cambridgeshire's Local Offer

The Local Offer aims to provide information for families and professionals. It serves as a vital resource for parents, helping them understand the range of services and provisions available in the local area. The Cambridgeshire local offer directory can be found at: [Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

SEND Information Report compiled by Tracey Webb SENDCo

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Date compiled: November 2025

Date of Review: November 2026